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ABSTRACT

The document describes an exemplary project from January 1, 1973 to December 31, 1974 in which 21 postsecondary cook/chef students were afforded the opportunity to spend six months in a training experience in Switzerland. The project, coordinated through the Swiss Hotel Association, was intended to provide a basis for sharing information with the food industry, especially in Monnesota. All participants reported that the program contributed to their growth. Language and cultural adjustment were seen as the biggest handicaps which were encountered most frequently at the beginning of the experience. Appended materials, making up the bulk of the document, include: list of participants, forms, correspondence, travel tips, metrics in the kitchen, and a program evaluation form. (LJ)

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FINAL REPORT

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PROJECT NO. 4-D-74

INTERNATIONAL VOCATIONAL STUDIES IN ADVANCED CULINARY ARTS

Exemplary Project
In Vocational Education

Conducted Using Grant Awarded by
Division of Vocational-Technical Education
Minnesota Department of Education
Under Part D of Public Law 90-576

(VT 102 144)

The project reported herein was performed pursuant to a grant from the Division of Vocational-Technical Education, Minnesota Department of Education. Grantees undertaking such projects under Division sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Division position or policy.

CE 005 213

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February 28, 1975

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REPORT SUMMARY

Time Period

The time period covered by this project was January 1, 1973 to December 31, 1974.

Goals & Objectives

The overall objective was to design and implement an International Studies Program which will provide post secondary cook/chef students an opportunity to further their education and occupational skills through a six months foreign training experience in Switzerland.

Specific Objectives:

1. To provide a minimum of twenty (20) student who have completed one year of vocational training in Cook/Chef, Restaurant & Hotel Cookery, Food Service Management, Commercial Cooking, and Food Product Merchandising Programs an opportunity to acquire an international training experience.

2. To recruit, appoint and utilize an industrial advisory committee representing the Culinary Arts industry.

3. To provide ("seed") the Culinary Arts profession, particularly Minnesota, with individuals who have had first-hand foreign training in culinary techniques, product information, and food preparation, expecting they will share this information with fellow workers.

4. To evaluate the effectiveness of the program (including the recommendations of the advisory committee) and make a final report to the Suburban Hennepin County Area Vocational-Technical Centers and the Minnesota State Department of Education - Vocational Division.

Procedures Followed

Mr. Eugene P. Jereczek was assigned as director for the program for the duration of this project. He had primary responsibility for the detailed conduct of the project utilizing other staff members or individuals who have expertise relating to specific program objectives. Mr. Hans Gilgen and Mr. Klaus Mitterhauser were selected as the project coordinators.

The project coordinators assisted in the project's development plan and its execution. They were responsible for placing the participants at their Swiss locations. They also established a person-to-person contact with the Swiss employers and evaluated the Swiss establishments after an on-site visit.

REPORT SUMMARY con't.

The Director had six major responsibilities:

1. To act as program contact for student applicants and as a general information source.

2. To design the appropriate procedures for the collection of data regarding applicants for the studies pertaining to operation of the project and for the program evaluation.

3. To act as liaison between Suburban Hennepin County Area Vocational-Technical Schools and Program Advisory Committee (see Appendix #2 - Advanced Culinary Arts Advisory Committee).

4. To conduct and submit a final evaluation of the project.

5. To coordinate the program with the Swiss Hotel Association.

6. To make all necessary travel arrangements for the program.

Results & Accomplishments

The twenty-one program participants were located in eighteen different establishments throughout Switzerland. The experiences provided the participants varied greatly according to a variety of factors such as the size and type of the establishment, the training available within the establishment,the area or region of Switzerland, the acceptance by the establishment of the participant, and the acceptance of the establishment by the participants.

Seventeen of the twenty-one participants completed their training contract.Two individuals returned early for personal problems occurring within the U.S. and two individuals returned early after experiencing dissatisfaction at the Swiss establishment.

All participants including those who returned early emphasized that the program contributed to their growth, should be operated again and contributed suggestions for its development.

All participants indicated learning knowledge and skills that could be useful in the American foods industry.

All accepted program participants received a training placement and work visas through cooperation with the Swiss Hotel Association.

All participants worked a split work shift and most rotated through more than one position in the kitchen.

Language and cultural adjustment were the biggest handicaps early in the program and decreased with time.

An eight week optional French language course was made available to the participants prior to departure. French was selected as possibly the most universal kitchen language they would encounter.

REPORT SUMMARY con't

A two-day program orientation was held prior to departure to assist the participants with expectation about language, culture, history and working conditions. It was viewed as successful by the participants and the advisory committee.

Evaluation

All of the evaluations were reviewed and summarized by the Project Director and the Project Coordinators. Based on those summaries, recommendations were presented to the industrial advisory committee for their review and final recommendations.

Conclusions & Recommendations

The pilot program can be termed successful having met each of the originally stated objectives. A summary of each part of the total evaluation indicates satisfaction with the basic program design and the resulting outcomes. Suggestions for improving future programs were made in all parts of the evaluation and are addressed in the body of the report.

All participants secured employment upon their return. Although it is too early to summarize the total effect of the program on the student's employability or its effect on their advancement, the present data indicates that the students desiring a change of employment had a choice of establishments, and were offered additional pay as a result of their foreign experience. The one-year follow-up study will more accurately identify the program's affect on the individuals earning power.

Project Development and Need

Project Problem and Need

The 20,000 students enrolled in the Minnesota 33 Area Vocational-Technical Institutes are not and never have had the opportunity to further their education and increase their skills through foreign training. Their post-high school peers in Junior Colleges, State Colleges, Private Colleges, and Universities have had the advantage of excellent foreign-summer abroad programs for many years and with apparent success.

This inequity of opportunity stimulated the Program Planning and Development Section of the Minnesota Division of Vocational-Technical Education to investigate the availability of foreign-based skill training programs. They found that all current foreign study programs were tied to four-year colleges and universities. The programs were the traditional liberal arts oriented programs related to study of art, music, drama, architecture, political science, religion, philosophy, etc. These liberal arts programs were found to be inadequate for the training objectives of Minnesota AVTI students.

The concept of providing equal opportunities for post secondary vocational students to broaden their education and training through foreign training experiences could well stand on its own merits. However, the basic philosophy of vocational education, either preparatory or extension, has as its justification the successful employment of the individual. Therefore, to be consistent, any vocational training program must retain this dimension regardless of its training site. Consequently, the Program Planning Section, after deliberation, selected Advanced Culinary Arts as an area of post-high vocational training worthy of investigation since it has a broad base of training programs, including both public and private in Minnesota as well as being national and international in occupational memberships. Present curriculum offerings in the training of Advanced Culinary Arts in both private and public vocational schools do not include first-hand experience in the foreign aspects of the profession. Yet, the foreign influence upon the profession has always been profound.

Project Description

With these above factors in mind the Program Planning Section of the Minnesota Division of Vocational Education identified a definite employment demand for persons with foreign training and/or experience. A program advisory committee of state and national leaders from business, private and public schools was organized. The committee reviewed and analyzed the need, made contacts with their international colleagues, and recommended that a short-term foreign training program be developed. This program would allow the opportunity for the vocational students to acquire needed technical and business skills and knowledges valuable in seeking vocational initial employment or increasing current and future earning power.

Suburban Hennepin County Area Vocational-Technical Centers was designated by the Minnesota Division of Vocational Education to serve as host school for administering a six months foreign training program. The program was offered in Spring, 1974. This program was submitted as proposal for a block grant as an Exemplary (Part D) Program from the State Department of Education.

BODY OF REPORT

Program Objectives

General Objective:

The overall objective is to design and implement an International Studies Program which will provide post secondary cook/chef students an opportunity to further their education and occupational skills through a six months foreign training experience in Switzerland.

Specific Objectives:

1. To provide a minimum of twenty (20) students who have completed one year of vocational training in Cook/Chef, Restaurant & Hotel Cookery, Food Service Management, Commercial Cooking, and Food Product Merchandising Program an opportunity to acquire an international training experience which will:

   a. Provide enrichment activities in the areas of food preparation, product knowledge, display techniques, and culinary trends.

   b. Increase the individual's current or future earning power.

   c. Contribute to the individual's human relations skills and/or attitudes relating to culinary arts as an occupation and profession.

   d. Provide the indivudual's familiarity with foreign travel and food preparation which will enhance their functioning as cook/chefs in their future employment.

   e. Provide an understanding of the educational system for culinary training in Europe through planned tours and discussions within technical schools and businesses.

   f. Increase the individual's awareness of international culinary arts and its impact on the world community.

   g. Exchange culinary skills and ideas between American Cuisine and Swiss cuisine.

2. To recruit, appoint and utilize an industrial advisory committee representing the Culinary Arts industry (See Attachment A). This Committee will:

   a. Recommend the appropriate curriculum content and program activities.

   b. Assist in making European training contacts.

   c. Assist in publicity for student recruitment.

   d. Assist in selecting the final twenty (20) participants.

   e. Preview the travel and program arrangments.

   f. Assess the effectiveness of the program after completion.

3. To provide ("seed") the Culinary Arts profession, particularly Minnesota, with indivuduals who have had first-hand foreign training in culinary techniques, product information, and food preparation, expecting they will share this information with fellow workers.

4. To evaluate the effectiveness of the program (including the recommendations of the advisory committee) and make a final report to the Suburban Hennepin County Area Vocational-Technical Centers and the Minnesota State Department of Education - Vocational Division.

Project Design and Procedure

Mr. Eugene P. Jereczek was assigned as director for the program for the duration of this project. He had primary responsibility for the detailed conduct of the project utilizing other staff members or individuals who have expertise relating to specific program objectives. Mrs. Nancy Olson was selected as the Instructor/Coordinator.

The Director had six major responsibilities:

1. To act as program contact for student applicants and as a general information source.

2. To design the appropriate procedures for the collection of data regarding applicants for the studies pertaining to operation of the project and for the program evaluation.

3. To act as liaison between Suburban Hennepin County Area Vocational-Technical Schools and Program Advisory Committee.

4. To conduct and submit a final evaluation of theproject.

5. To coordinate the program with the Swiss Hotel Association.

6. To make all necessary travel arrangements for the program.

Schedule of Specific Tasks

September 1, 1973	Designate Project Director, Instructor/Coordinator
September 1, 1973	Assign necessary clerical assistance.
September 15, 1973	Design data collection and information dissemination system for applicants.
September 15, 1973	Appoint and assemble program advisory committee to discuss need, functions and recommendations for program.
October 24, 1973	Establish curriculum content, foreign training sites, and travel arrangements.
October 1973	Arrange with Swiss Hotel Association the training program and appropriate training sites.

November 1, 1973	Disseminate program information for student recruitment through educational institutions and industrial associations.
November 15, 1973	Begin processing student applications.
December 10, 1973	Establish Student Selection Committee to review applicants.
January 7, 1974	Student applicants reviewed and selection ranked by committee.
January 10, 1974	Notify the student accepted by the committee of necessary action.
March 1, 1974	Accept final travel fare installment from students to complete travel arrangements with agency.
March 31, 1974	Begin mini-language course in French.
April 1, 1974	Design program evaluation methods and instruments for final project report.
April 15, 1974	Recommend to Advisory Committee the final arrangements and evaluation methods for their review.
April 15, 1974	Designate instructor/coordinators for program.
April 27 & April 28,1974	Pre-tour orientation by Project Director, Coordinators, and Industry Representatives.
May 19, 1974	Departure of group to Europe.
May 20, 1974	Location of students by Swiss Hotel Association; assistance by Program Coordinators.
June 1, 1974	Review program arrangements with Swiss Hotel Association for improvement suggestions.
June 21, 1974	Collect instructor's summary evaluation.
November 21, 1974	Review of summary evaluation by participants with advisory committee.
December 15, 1974	Collect final summary reports from participants.
December 27, 1974	Receive Swiss Hotel Association coordinator's reports.
January 15, 1975	Compile final summary reports.
January 17, 1975	Write final evaluation reports.
February 28, 1975	Submit final evaluation to District #287 and Minnesota State Department of Education.

Participant Information

A considerable amount of essential, program related literature was distributed to applicants prior to the departure day. Copies of most of these documents described below are found in the appendix.

1. Vocational Application Blank - contained such items as personal data and history, employment background, and education. Required a $10 registration and processing fee.

2. Personal Reference Forms - tow forms were required for each candidate attesting to the applicant's maturity, attitude, ability and personality.

3. Accepted Participants Letter - acknowledging the candidates selection for the program and contained various instructions.

4. Swiss Hotel Applicational Form - each accepted individual completed.

5. Swiss Hotel Association Practical Course Description - Each participant received the description which described the requirement and options available.

6. Swiss Hotel Association Instruction Sheet - describes general working agreement and conditions of employment.

7. Certificate of Acceptance - form for accepted candidate to acknowledge his acceptance of the program.

8. Travel Tips - general suggestions about packing, travel, insurance, money, etc.

9. General Information Bulletin - condensed articles from magazines relating travel planning.

10. "Metrics in the Kitchen" - short booklet illustrating easy conversation from U. S. to metrics.

11. Orientation Schedule for April 27 and 28 - schedule of events given to all individuals involved.

12. Orientation Evaluation - submitted by all program participants after completing the events.

13. Student Evaluation Requirements-- description of the evaluations required for each participant to complete the program.

14. Passport Information - instruction form distributed to assist in obtaining passports.

15. Customs Regulations - description to inform.

16. Travel Roster - participants list and location in Switzerland.

Evaluation

Every attempt was made to get evaluation input for all parts of the program as well as from all individuals or organizations involved with the program. The following list represents the sources used for the total project evaluation:

1. Orientation evaluation by participants and instructors.
2. Student Participant's evaluations:
   a. Four program evaluations for June, July, August and September.
   b. A final summary evaluation due in October.
   c. A pictorial (10 pictures or slides) and antidotal summary report with five (5) illustrating the working situation, three (3) illustrating the customs and native people and two (2) illustrating the training highlights.
   d. A meeting of the advisory committee and the participants after returning to share their experience and recommend improvements.
3. American coordinator's report on each Swiss Establishment.
4. Swiss Hotel Coordinator's report on establishment and the participant.
5. Swiss Hotel Association's recommendations for future programs.

Conclusions, Recommendations and Implications

The following are results of reviewing the evaluation sources:

- The program met its stated objectives with these considerations: Reference 1-e (page 5), Planned group tours of educational institutions were not possible, however our participants worked with and had discussions with apprentices about their training. Reference 1-g (page 5), The exchange of American culinary skills was extremely limited while in Switzerland, however, an exchange of Swiss skills is taking place with fellow chefs now that the participants have returned home.
- The program should be continued to be offered.
- The program was termed successful by the participants and the advisory committee.
- Clarify travel arrangements regarding an early emergency return of student.
- Clarify previous professional training of the participants to the Swiss employer for better working relationships and wages.
- Accept candidates for the next program at least six months prior to departure to allow adequate time for obtaining contracts and visas.

- Have Swiss Hotel explain the intent of our program in more detail to Swiss employers so the training aspect is understood and station rotation possible.

- Have all work contracts begin and end on the same date.

- Clarify role of Swiss Hotel Association to students.

- Change role of the two American Coordinators from both being involved in initial placement to one with group and one mid-way in program.

- Communicate with respective Swiss Hotels about the program and the accepted student prior to student arrival.

- Indicate to the Swiss Hotel Association a preference of the Hotels previously used and determined satisfactory.

- Change the language from French option to German requirement.

- Continue the program orientation format with additional emphasis on personal adjustments andworking conditions.

- Maintain the established evaluation process and add on evaluation of the participant by his first line Swiss supervisor at the end of the experience.

- Encourage the participants to select a group leader who will assist student to student sommunications while in Switzerland.

- Increase dissemination of program information to prospective students.

- Successful completion of the program is greater for the unmarried person.

- Continue the criteria of vocational training and foods work experience which is adequate and necessary for Swiss employment.

- Continue the emphasis on cultural shock as it is the biggest early adjustment for the participant.

- Maintain the support of the American Foods industry in order to continue the success of the program.

- Assess the employability of the students in a year follow-up study.

APPENDIX

12-16-74

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Sta[illegible] Minn
Department of Education
Vocational-Technical Division

REPORT ON ADVISORY COMMITTEE MEMBERSHIP

(Attach to Local
and Reimbursem

Program Name:	OE Code:	Date:	Name of Area Vocational-Technical Instit
INTERNATIONAL VOCATIONAL STUDIES ADVANCED CULINARY ARTS		3/3/75	Suburban Hennepin Co Technical Centers D

NOTE: One copy of this form is required for processing. Attach minutes of all meetings to this form.

NAME	JOB TITLE OR OCCUPATION	REPRESENTING	
854-1771 Patrick G. Laniel (chairprsn)	General Manager	Sheraton Motor Inn	24th & Bloomi
227-9121 Gary Lensing	Chef Instructor	St. Paul Vocational	235 Ma St. Pa
854-7777 Larry Tabone	Catering Manager	Decathlon Athletic Club	7800 C Minnea
372-3132 Niels Tiedt	General Manager	Tower Club IDS Tower	80 Sou Minnea
338-7727 Karl Shapansky	President	Hotel-Rest. Empl's & Bev.Disp. Union #458	314 Ce Minnea
340-3847 Edward Stettin	Chef	Emulsion Foods	4833 I Mound,
647-0107 "Chum" Bohr	Exec. Vice President	Minnesota Restaurant Association, Inc.	1975 U St. Pa
770-2351 Douglas W. Oaks	Past Program Participant	916 Vocational- Technical Institute	3300 C White
332-2292 Jacques Loth	Manager	Minneapolis Club	729 Se Minnea
338-7727 Robert Norgren	Director of Organization	Hotel & Restaurant Cooks Waiters, & Waitresses	900 He Minnea
824-7566 Daniel C. Lundberg	Past Program Participant	Minneapolis Athletic Club	2703 F Minnea
540-5526 T.F. Eriksen	Director of Food and Beverages	Radisson Hotel Corp.	12805 Minnea
373-3535 Bent Hjortholt (V.Chairprsn.)	Manager	The Campus Club	Univer Minnea
854-7441 Paul A. Gabrielson	Past Program Participant	Marriott Inn	3040 J Minnea

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Director of Vocational Education

Superintendent of Schools
Responsible for Vocational Program

Approval Recommended:

Program Supervisor

Approved:

Coordi

State D

F [illegible] (Rev. [illegible])

REPORT ON ADVISORY COMMITTEE MEMBERSHIP

(Attach to Local Annual Plan, Program Agreement, and Reimbursement Report, Form F 52-7a)

STUDIES	OE Code:	Date: 3/3/75	Name of Area Vocational-Technical Institute/Vocational Center/District: Suburban Hennepin County Area Vocational-Technical Centers District #287

for processing. Attach minutes of all meetings to this form.

	JOB TITLE OR OCCUPATION	REPRESENTING	ADDRESS
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	Chef Instructor	St. Paul Vocational	235 Marshall St. Paul, Minnesota 55102
	Catering Manager	Decathlon Athletic Club	7800 Cedar Avenue Minneapolis, Mn. 55420
	General Manager	Tower Club IDS Tower	80 South 8th Street Minneapolis, Mn. 55402
	President	Hotel-Rest. Empl's & Bev.Disp. Union #458	314 Central Ave. Room 444 Minneapolis, Mn. 55403
	Chef	Emulsion Foods	4833 Island View Drive Mound, Minnesota 55364
	Exec. Vice President	Minnesota Restaurant Association, Inc.	1975 University Avenue St. Paul, Mn. 55104
	Past Program Participant	916 Vocational- Technical Institute	3300 Century Avenue White Bear Lake, Mn. 55110
	Manager	Minneapolis Club	729 Second Avenue South Minneapolis, Mn. 55402
	Director of Organization	Hotel & Restaurant Cooks Waiters, & Waitresses	900 Hennepin Avenue Minneapolis, Minn. 55403
	Past Program Participant	Minneapolis Athletic Club	2703 First Ave., So.,Apt.#1 Minneapolis, Mn. 55408 (h)
	Director of Food and Beverages	Radisson Hotel Corp.	12805 Highway #55 Minneapolis, Mn. 55441
n.)	Manager	The Campus Club	University of Minnesota Minneapolis, Mn. 55455
	Past Program Participant	Marriott Inn	3040 James Avenue So. (h) Minneapolis, Mn. 55408

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Approved:

Approval Recommended:

Coordinator/Director of Operations

Program Supervisor

State Director, Vocational Education

APPENDIX #2

	JOB TITLE OR OCCUPATION	REPRESENTING	ADDRESS
	School Board Director	Joint Independent School District #287	317 2nd Avenue N.W. Osseo, Mn. 55369
	Consultant	State Department of Education	550 Capitol Square Bldg. St. Paul, Mn. 55101
	Consultant	State Department of Education	530 Capitol Square Bldg. St. Paul, Mn. 55101
	Consultant	State Department of Education	550 Capitol Square Bldg. St. Paul, Mn. 55101

NAME	JOB TITLE OR OCCUPATION	REPRESENTING	
425-4131 Robert O. Olson	School Board Director	Joint Independent School District #287	317 2nd Osseo,
296-2421 Jane Preston	Consultant	State Department of Education	550 Cap St. Paul
296-3387 Florence Stater	Consultant	State Department of Education	530 Cap St. Paul
296-2421 Dolores Pospesel	Consultant	State Department of Education	550 Cap St. Paul

SUBURBAN HENNEPIN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS
1820 North Xenium Lane
Minneapolis, Minnesota 55441
Attention: Gene Jereczek

APPENDIX #3

CULINARY ARTS

APPLICATION FOR INTERNATIONAL TRAINING PROGRAM

Minnesota Area Vocational-Technical Institutes

ALBERT LEA 56007
A EXANDRIA 56308
A OKA 53303
AUSTIN 55912
BEMIDJI 55601
E AINERD 56401
E NBY 56220
DAKOTA COUNTY,
FARMINGTON 55024
E TROIT LAKES 56501
E LUTH 55812
EAST GRAND
FORKS 56721
E ELETH 55734
F RIBAULT 55021
GRANITE FALLS 56241
HIBBING 55746
H TCHINSON 55350
J CKSON 56143
MANKATO 56001
MINNEAPOLIS 55404
M ORHEAD 56560
F ITY 55063
P STONE 56164
RAMSEY-WASHINGTON
CO. ST. PAUL 55113
R D WING 55066
ROCHESTER 55901
ST. CLOUD 56301
S PAUL 55102
S PLES 56479
SUBURBAN HENNEPIN,
MINNEAPOLIS 55435
T ES RIVER
FALLS 56701
WADENA 56482
WILLMAR 56201
W NONA 55987

DIRECTIONS: Complete this application carefully and submit to the office of admission of the school you are attending. Request your school to send complete transcript of credits and application to Vocational-Technical Institute.

(1) Date of Application _____ (2) Social Security Number _____

(3) Name _____ M ___ F ___
Last First Maiden Middle Initial

(4) Presently enrolled at _____ Date of Graduation _____

(5) Presently employed at _____
Address _____

(6) Program desired _____

(7) Permanent Address _____
Street City State Zip Code

_____
Area Code Telephone Number

(8) U.S. Citizen: Yes ___ No ___ (9) Birth Date _____ Age _____

(10) Single _____ If single, number of brothers and sisters at home _____
Married _____
Other _____ If dependents, number _____ ages

(11) Parent, Guardian or Spouse _____ Tel. No. _____
Name

(12) Address of Parent or guardian _____
Street City State Zip Code

(13) Occupation of parent or guardian _____

(14) Name and address of last high school attended _____

(15) Date of High School Graduation or GED _____
Month Year

(16) If not graduated, last date attended _____
Month Year

(17) Circle highest grade you completed or are completing: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

18) Names of schools attended after high school (include vocational, military schools):

Name	Date	Type of Learning	Hours or Credits

(OVER)

HEALTH

(19) List physical disabilities or serious illnesses _____

_____

(20) Are you currently under a doctor's care or taking any prescribed medications? Yes____ No____

(21) WORK OR MILITARY EXPERIENCE
(List most recent experience first)

Employing Firm or Company	Address	Dates Employed	Type of Work or Job title

Additional employment experiences may be listed below if desired.

(22) Do you have a valid passport? Yes____ No____

(23) Are you a veteran? Yes____ No____ If yes, date of entry _____
Date of separation from active duty _____

(24) Selective Service No. _____

(25) Do you have any loans outstanding? _____ How much? _____

(26) Have you received other financial aid? _____ From what source? _____

EDUCATIONAL-VOCATIONAL PLANS

(27) How do you plan to finance expenses involved in this training? _____

(28) Why are you applying for this training? _____

_____

_____

_____

(29) I am interested in receiving college credit. Yes____ No____

(30) How did you hear about this program? _____

APPLICANT'S SIGNATURE _____

References:

Instructor

Name: _____
Address: _____
_____
Zip Code
Phone: _____

Employer (or other)

Name: _____
Address: _____
_____
Zip Code
Phone: _____

INTERNATIONAL VOCATIONAL STUDIES

Applicant _____

Program _____

PERSONAL REFERENCE FORM

Vocational students are now able to study in a foreign country under new programs being developed by the Division of Vocational-Technical Education. These are the first programs in the nation to offer vocational school students and graduates the opportunity to develop skills in a foreign country and to improve human relations abilities of use to employers.

To assure that the finest students represent our state and country, maturity, attitude, ability and personality of applicants will be considered in selecting the participants.

Please describe this individual noting these traits. Any additional information you may have will be helpful.

Signature _____

Position _____

Address _____

Date _____

Please mail to: Eugene P. Jereczek, Project Director
International Vocational Studies
Sub. Henn. County Area Vo-Tech Schools
1820 North Xenium Lane
Minneapolis, MN 55441
612/546-3535

April, 1973

January 22, 1974

My personal congratulations, you have been chosen for the first International Vocational Study - Advanced Culinary Arts Program. The Culinary Advisory Committee met January 7, 1974, and reviewed the candidates for the training in Switzerland. According to your application data, you were selected as one of the twenty most qualified individuals to participate in the program.

Every effort has been made by the Committee to make this experience an exciting and rewarding training program. How exciting and rewarding will depend to a large degree upon you and your desire to work with your Swiss employer. It will be new and different by comparison to the American food industry.

When you accept enrollment in this program, you must be willing to accept all aspects of the training and be willing to prepare yourself for participation before departure. All requests made of you are absolutely necessary to remain as a qualified participant.

First, to secure your position in the program, you must return, by January 28, 1974, the following items:

-

- Certificate of acceptance

- Swiss Hotel Association Application (accurately and legibly completed).

- A $100.00 (minimum) down-payment on the transportation costs from Minneapolis to Switzerland - a total cost flying Swissair is projected at $575.00 round-trip. The final travel payment will be due by March 1, 1974.

- Indicate your interest in short, French language course established by Suburban Hennepin County Area Vocational-Technical Schools.

Second, complete a number of items in preparation for departure:

- Acquire a personal understanding and use of French kitchen terminology. A list is included. For those in the Metro area, we are attempting to establish a short course in French through the International Institute in St. Paul. If this arrangement is not desirable, convenient, or possible, you must make your own arrangements for a short course in conversational French, concentrating on kitchen terminology.

- Provide evidence of a physical examination prior to the orientation. The exact requirements are being prepared and will be forwarded to you soon. The following is a quote from the Swiss Hotel Association:

  "We should like to inform you that the students selected for a trainee-period in Switzerland should undergo a medical examination while in the U.S.A. Sick students will be refused at the Swiss border and will have to return to the States immediately. By examination in the States, we can prevent that such a case can happen."

- Participate in a two-day orientation immediately prior to group departure for overseas. It is anticipated that the hotel industry will provide lodging for those students outside of the Metro area. The exact details will be forwarded when complete.

  The orientation will provide a variety of activities such as:

  - Getting acquainted - student & staff
  - Review of French terminology
  - Introduction to Swiss culture and etiquette
  - Familiarity with the Swiss kitchen and work conditions
  - Understanding of monetary exchange system
  - Identification of common cooking ingredients

- Obtain an American passport. Forms and instructions for obtaining the passport will be sent to you. A visa will also be necessary and will be secured by this procedure: Your Swiss Hotel Association application will be sent to the Swiss Hotel Association by Suburban Hennepin County Area Vocational-Technical Schools and the S.H.A. will place you in a hotel. A work contract will be sent to you to sign and return to them. A copy of your contract must be sent to me. The S.H.A., after receiving the signed contract, will apply for your work permit. After 3-6 weeks, the work permit will be forwarded to you or the permission to issue you a visa will be sent to the responsible Swiss Consulate. Your passport is necessary evidence to receive the visa from the Consulate. The fees for the work permit (only) are paid by the hotel.

There will be other things which you need to do in preparation and you will be informed in adequate time. Obviously we both have many things to do presently, so please be prompt with your response.

Thank you for your patience and interest in the program. Please contact me if you have any questions.

Sincerely,

Eugene P. Jereczek
Project Director

EPJ:mo
Encl: S.H.A. Application
Certificate of Acceptance
Language Interest Form
French Terms

SCHWEIZER HOTELIER-VEREIN
Stellenvermittlung-HOFA
Monbijoustrasse 31
Postfach 2657
CH - 3001 B E R N
Telefon: (031) 25 72 22
Telex : 32 339

SOCIETE SUISSE DES HOTELIERS
Service de placement-HOFA
Monbijoustrasse 31
Case postale 2657
CH - 3001 B E R N E
Téléphone: (031) 25 72 22
Telex : 32 339

ARBEITSBEWERBUNG / DEMANDE DE TRAVAIL / PLACEMENT APPLICATION / DOMANDA DI LAVORO

Name, nom, full name, cognome _____

Vorname, prénom,
Christian name, nome _____ PHOTO

Nationalität, nationalité,
nationality, nazionalità _____

Geburtsdatum, date de
naissance, date of Birth,
data di nascita _____

Zivilstand, état civil,
single/married, stato civile _____

Genaue Adresse
Domicile
Permanent address
Indirizzo attuale _____ TEL. _____

Beschäftigungsdauer	vom	bis	
Période de travail	du	au	
Working period	from	until	
Durata del lavoro	dal	al	

Gewünschte Beschäftigung / Emploi demandé / Situation required / Posto desiderato:

☐	Küche Cuisine Kitchen Cucina	☐	Service Service Waiting Sala	☐	Halle Hall Hall Portineria	☐	Etage Etage Etage(floor Piani

Name und Adresse der Hotelfachschule/Nom et adresse de l'école hôtelière/Name and address of Hotel-Catering school/Nome e indirizzo della scuola alberghiera:

_____

_____

_____

Lehre als (Name und Adresse des Lehrbetriebes) _____
Apprentissage de (nom et adresse de l'employeur)
Apprentiship as (name and address of establishment)

_____

Sprachkenntnisse (mittel-gut) :	Muttersprache :
Connaissance de langues (moyen-bien) :	Langue maternelle :
Languages spoken (fair-good) :	Mother tongue :
Conoscenze linguistiche (media-buono) :	Lingua materna :

Deutsch	Französisch	Englisch	Italienisch
Allemand	Français	Anglais	Italien
German	French	English	Italian
Tedesco	Francese	Inglese	Italiano

Bisherige Tätigkeit in Hotels/Restaurants (auch Kurzbeschäftigungen):
Brève description de votre activité dans hôtels/restaurants (ainsi que stages):
Short description of your recent activities in Hotels/Restaurants (also short-term employments):
Breve dichiarazione della sua attività in alberghi/ristoranti:

Bemerkungen, observations, remarks, osservazioni:

Datum, date, date, data:

Unterschrift, signature, signature, firma:

Stempel und Unterschrift der Hotelfachschule :
Timbre et signature de l'Ecole hôtelière :
Stamp and signature of Hotel-Catering school :
Bollo e firma della scuola alberghiera :

Schweizer Hotelier-Verein
Société suisse des hôteliers
Società Svizzera degli Albergatori

PRACTICAL COURSE FOR HOTEL- AND CATERING STUDENTS IN SWITZERLAND

As a hotel- and catering student, you have the opportunity to follow a practical course of 2-6 months in Switzerland.

Please fill out the attached three application forms (printed letters) and return them to us, together with three photographs (passport size) and signed by your hotel and catering school/college.

The conditions and general working conditions are as follows:

1. Minimum age: 18 years (usually)

2. Minimum length of the practical course: 2 months
   Maximum length of the practical course: 6 months

3. Knowledge of a second language (german or french) is essential.

4. Part-time jobs cannot be taken into consideration.

5. The following departments are open to you to perform a practical course (we ask you to indicate the exact position desired):

a)	Service (waiting)	Commis waiter) dining room or Junior waitress) restaurant Stillroom maid Stillroom man
b)	Hall	Assistant porter House-porter Carriage attendand Relief porter (Tournant)
c)	Etage (floor)	Housemaid (chambermaid) Assistant housekeeper Linen maid Tournante (various departments)
d)	Kitchen: **	Trainee-cook (various departments)

(** We require that you have attended for at least two years a hotel and catering school or finished an apprentiship as a cook in order to work in the kitchen.)

6. Students cannot obtain jobs for which a fundamental training in the hotel and catering Industry is required (e.g. Reception).

7. The work conditions refer to the conditions of the general work contract. You are entitled to one day off per week and to 1-1½ day holiday per month.

8. The working hours (without eating time) range between 54-60 hours per week.

9. The monthly salary refers to your position. Meals and accomodation are included and provided free.

   The minimum salary per month is SFr. 500.-, less taxes, insurance.

Establishments which offer you the best possible training shall be taken into consideration for placement.

As soon as we are in possession of your application and documents, we shall seek suitable employment for you.

We look forward to receiving your application and remain,

Yours sincerely,

SWISS HOTEL ASSOCIATION
Employment Department-HOFA

p.o.

Our address:

SWISS HOTEL ASSOCIATION
Employment Department-HOFA
Bonbijoustrasse 31/Postfach 2657
CH - 3001 B e r n e

Telephone: 031/ 25.72.22
Telex : 32 339 (Shv ch)

Enclosures:
3 application forms
1 general work conditions

701.20 I/71 d/f/e/i

Schweizer Hotelier-Verein
Société suisse des hôteliers
Società Svizzera degli Albergatori

INSTRUCTION SHEET

Multi-regional, general working agreement

(Berne and Lucerne and the Cantons, Basle-City, Geneva, Neuchâtel, St.Gallen, Ticino, Vaud and Zurich are subject to more extensive regulations).

1. Working-hours:

The number of working-hours for:

- Chefs (male and female) and pastry-cooks	51 hours
- Service personnel	60 hours
- Other employees	57 hours

These working-hours are less in the working agreements of individual cantons and towns.

The weekly, maximum working-hours of employees up to the age of twenty should not exceed those of other similarly engaged employees. In the case where there are no other employees, the working-hours laid down in this agreement should not be exceeded and the total number of hours ought not be more than fifty-four. Possible over-time and compulsory instruction (if during working-time) are to be included in the maximum working-hours.

The working-hours of employees in small businesses may be extended: the working-hours laid down in Paragraph One may be extended by a maximum of six hours a week and the working-hours of minors laid down in Paragraph Three can be given a maximum extension of three hours a week.

In the case of seasonal work, excluding small businesses, the weekly, maximum working-hours may be extended over a period of eight weeks during the peak season. However, this is limited to twice yearly, and, according to Paragraph One, the maximum extension a week is six hours and, according to Paragraph Three, three hours a week.

Time allowed for meals is not included in the above-mentioned working-hours. At least one and a half hours per working-day are allowed for the consumption of meals supplied by the employer or firm. The employer is responsible for the distribution of working-hours and meal-times.

2. Days off:

The employee is entitled to one and a half days off a week.

Businesses which are only open at certain times of the year and have one or two peak periods need only observe the weekly half-day off every second week.

In the case of seasonal businesses open during two seasons, the weekly half-day off need not be observed during two periods of eight weeks each calendar year and compensation need not be granted.

In seasonal businesses only open once during a calendar year and in businesses open the whole year and with one or several peak seasons, the half day off need not be observed during a period of up to twelve weeks a calendar year. During this period, compensation need not be granted.

Small businesses with less than eleven employees do not have to observe the weekly half day off.

These exceptions do not apply to the weekly day off. If, by way of exception, the weekly day off cannot be observed, a corresponding period of rest is to be granted as compensation. In seasonal businesses, the weekly day off can be reduced four times to a half day off during a period of up to eight weeks; a corresponding period of rest must be granted as compensation.

No claims can be made for meals not consumed at the place of work during days off.

3. Minimum night's rest:

The employee is entitled to an uninterrupted night's rest of at least nine hours which must include either the hours 22.oo - 5.oo or the hours o1.oo - o8.oo.

Employees who start work before o5.oo or work later than o1.oo must be granted a minimum night's rest of ten consecutive hours either directly before or after the start or completion of their work.

Minors up to the age of sixteen are entitled to a night's rest of at least eleven consecutive hours which must include the hours between 21.oo and o6.oo.

For minors after the age of sixteen, the night's rest must comprise at least ten consecutive hours and include the hours between 22.oo and o6.oo.

4. Holidays:

The employee is entitled to the following holidays:

- for the first to fourth year of service in the same place of employment. 2 weeks
- for the fifth year of service and subsequent years of service in the same place of employment 3 weeks
- for the first year and subsequent years of service in the Cantons of Berne, Fribourg, Glarus, Lucerne, Schaffhausen, Valais, Zug, Solothurn (and also in the Cantons of Geneva, Vaud, Neuchâtel, Ticino and Zurich). 3 weeks
- in the Canton of Aargau from the completion of the thirtieth year of age on. 3 weeks

Holiday compensation amounts per day to one thirtieth of the wage (contributory to Social Security) of the month preceeding the holidays.

Holidays must be taken during the period of employment. In the case of the dissolution of the work-contract, compensation for holidays not yet taken is to be paid in cash.

If, in the case of the dissolution of the work-contract, the employee has had too many holidays, a corresponding wage-deduction is to be made.

During the holidays, no work may be undertaken for financial gain.

5. Over-time:

If the employee does over-time on the instructions of the employer, a wage increment of 25% must be paid (calculated on the basis of the net wage and remuneration in kind). This regulation is applicable if over-time has not been compensated for by additional time-off.

6. Accident and Sickness Insurance:

The employee is insured against accidents occurring on and off the premises of the place of work. The employer pays the premiums for Workmen's Compensation, however, the employee must pay at least a third of the total premiums for insurance against accidents not occurring at the place of work.

An insurable employee must take out an insurance covering medical treatment, medicine and hospital care. If the employee is already insured, he is absolved from the compulsory contribution to a possible existent Workmen's Compensation Scheme. In such a case, no disadvantage in respect of possible premium-contributions on the part of the employer should accrue to the employee.

7. Sick-pay:

If the employer pays at least half of the premium on a daily wages' insurance covering 80% of the wage, the obligation to pay wages in the event of illness is no longer applicable.

If there is no daily wages' insurance, the employee is entitled, within a period of twelve consecutive months, to the negotiated wage and, in addition, to "tronc-share" and a food-allowance of SFr. 6.5o per day:

a period of service up to one month	one day per working-week
from one to six months	two weeks
from six months to one year	three weeks
from one year to the end of the third year	one month
from three years to the end of the fifth year	two months
from five years to the end of the tenth year	three months
over ten years	four months

February 8, 1974

Dear Applicant:

This letter is to inform you that you have been accepted for the International Vocational Studies in Advanced Culinary Arts training.

The first payment of at least $100.00 must be received by January 28, 1974, and the remainder ($475.00) by March 1, 1974. Failure to return the enclosed form with the payment may cancel your application and an alternate student will be notified for participation.

Departure is tentatively set for mid-April. You will receive additional travel information about the program prior to that date. Included will be: the items you should prepare to bring, travel tips, and an exact time schedule.

Sincerely,

Eugene P. Jereczek
Project Director

Detach Here

Certificate of Acceptance
Advanced Culinary Arts

Date Mailed _____

_____ _____ _____
Social Security Number Phone Number Birth Date

_____ _____
Name Sex

_____
Address Street, Avenue, R.R. City State Zip Code

This certifies that I accept enrollment in the Advanced Culinary Arts Training Program, and agree to observe the standards of attendance and achievement expected of all students at Suburban Hennepin County Area Vocational-Technical Schools, required by the Swiss Hotel Association and by my Swiss employer.

_____
Signature

A check/money order for _____ is enclosed. (send no cash)
Payable to S.H.C.A.V.T.S.

IMPORTANT: This certificate and first tour payment are due by 1-28-74.

TRAVEL TIPS

1. Pre-pack your suitcase and practice carrying it several hundred feet.

2. Pack less than the 44 pound limit if you anticipate returning with overseas purchases or Swissaire for pound limitations.

3. Make your luggage easily identifiable for quick recovery at the baggage claim area. Suggest bright tape on each side.

4. Label each bag inside and out with your name and home address. Be sure outside tags are durable and fastened securely. Remove old tags.

5. Take two sets of keys for bags that lock.

6. Bring along some soap in a plastic case and a wash cloth. They are not always furnished abroad.

7. Electric razors may need a plug adapter and a transformer. Europe works on 220 volts. A cordless with batteries may be preferable.

8. Avoid bulky cans and jars. Small plastic packages of hand cream, shaving cream, deoderant, etc. will save weight.

* 9. If you carry medicines, have your doctor fill out standby prescriptions for use overseas, and sign a statement that you are taking medication. Very important because of drug problems.

10. Bring along your favorite remedy for upset stomach (diarrhea) which occurs to most travelers after a change of diet and environment.

11. Assorted bandages and a supply of antiseptic first aid cream are recommended.

12. Do not carry key documents in your suitcase (passport, drivers license, credit cards, etc.). Carry them in pocket or purse or check with the hotel.

13. Don't worry about the language barrier. Concentrate on tourist vocabulary for on street communication.

14. Purchase a small pocket phrase booklet for tourists, but don't try to memorize it.

15. Get and keep receipts when you shop. You will be allowed a $100 duty free allowance upon your return home.

16. Diet now! Travelers usually gain weight quickly in Europe.

17. If concerned about overweight baggage, wear your heaviest, bulkiest clothing over and back.

18. Wear or carry a coat. Small objects can be tucked into the sleeves and pockets.

19. A smallpox vaccination is the only shot recommended for Western Europe, but it is wise to record all shots (typhoid, polio, anti-tetanis, etc.) on your International Certificates of Vaccination form.

20. Take along an extra pair of glasses, and a standby prescription.

21. Few Tourists are troubled by airsickness or jets. Consult your doctor if you have been troubled before.

22. Your Blue Cross Card is valid in Europe also, bring along copies of other health or accident policies.

23. Flight insurance can be obtained at the airport. A $30,000 accident-death benefit costs about $1.00.

24. Valuable cameras are usually insured separately. Do not put extra film in luggage to be carried as baggage - it is x-rayed.

25. Some travelers will want to apply for an internationally accepted credit card.

26. Check the expiration date on any credit card you now hold.

27. A personal check in your home town bank is rarely honored in Europe.

28. American money is seldom usable abroad; you must have the local currency.

29. A "tip pack", about $10 of mixed currency can be obtained prior to departure. Practice with it, learn to make change.

30. Obtain a currency conversion chart for use in Switzerland.

31. Be wary of the black marketeers who offer you a money exchange at better than the official rate.

32. Travelers checks are a good investment and are guaranteed against loss.

33. Left over foreign currency should be exchanged before leaving for home. Hometown banks do not give good rates of exchange on small amounts.

34. Do not carry large amounts of cash or travelers checks on your person while traveling. Check them into the hotel safe.

35. Start a trip book. List places to see and things to do in your free time. Record dates, places, names, events, and expenses as you travel.

36. Allow five days for air mail letters to cross the ocean. Cablegrams are faster, but more expensive.

37. Remember the time differential if you must telephone home.

38. Obtain some literature on public restrooms. Don't expect American comforts.

39. Figure 7 hours flying time Montreal to Zurich by jet. Swissaire flight #161. Arrive Zurich 10:50 a.m. April 30.

40. Clothing sizes are not internationally standardized. Try the garment on before you buy.

41. Kilometer conversion to miles: 1 km = 5/8 of a mile. Simple conversion: multiply kilometers by 6 and divide by 10.

42. Ten key words:

	ENGLISH		FRENCH
1.	yes	1.	oui
2.	no	2.	non
3.	hello	3.	Bonjour
4.	goodbye	4.	au revoir
5.	water	5.	eau
6.	menu	6.	carte
7.	toilet	7.	cabinet
8.	Thank you	8.	merci
9.	How much?	9.	combien?
10.	help	10.	aider

43. If you plan rent-a-car, an international driver license could be helpful.

44. Carrying your kitchen tools (knives) on board the plane will present a problem at the security check.

SUBURBAN HENNEPIN COUNTY AREA VOCATIONAL-TECHNICAL CENTERS

INTERNATIONAL VOCATIONAL STUDIES
ADVANCED CULINARY ARTS

April 29 - October 30, 1974

To the Traveler:

The following magazine articles may be of some assistance in planning your overseas trip. Additional tour-related articles are available at your public library. Consult the Periodical Index under "Travel".

Better Homes & Gardens 49:10-11 Jan. 1971

Passports, Visas and Customs inspections

If you are planning a trip overseas next summer, you should be filling out a passport application right now. As the number of Americans traveling abroad continues to increase at an explosive rate, passport agencies are often flooded with paperwork. And that means a longer wait between filing an application and receiving your passport.

Actually, obtaining a passport is a fairly simple procedure. You can get an application from a passport agency (in Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle and Washington, D.C.) or from the clerk's office of a federal or state court in your community.

Once you've filled out the application, you'll have to appear in person before a passport agent or court clerk to file. If husband and wife are to be included in one passport, both must appear. Unmarried children under 18 who also are to be included in the passport need not appear.

In addition, you'll have to bring:

* Proof of your U.S. citizenship. A birth or naturalization certificate is preferred. Baptismal certificates or other church ceremonial records are acceptable if a birth certificate is not available.
* A current identification document - your driver's license, government or business I.D. card or your previous passport.
* Two duplicate full-face photographs (2½ x 2½ to 3 x 3 inches). Duplicate group photographs are preferred if your wife and/or children are to be included in your passport. In either case, photographs must be professional quality prints. Vending-machine photos, acetate, or film base prints, snapshots or full-length photographs are not acceptable. Usually there are photo studios convenient to a passport agency that will make the pictures you need at a nominal cost. Passport office clerks are not permitted to recommend or suggest a photo studio.
* A check, money order or cash for the $12 - $10 passport fee and a $2 execution fee.

Taking Care of Your Passport

As soon as you receive your passport, which at present is valid for five years, sign it as indicated. Until you do so, it is NOT valid. Also fill in the information required on the inside front cover.

Guard your passport carefully and keep it in good condition. When you're traveling abroad, it's best to keep your passport with you at all times. Don't give it to anyone to hold as collateral, and don't alter it in any way.

If you lose your passport, report the loss immediately to the Passport Office, Department of State, Washington, D.C. 20524, or to the nearest American consular office.

When you apply for a new passport to replace the one you have lost, you must furnish a detailed affidavit explaining all the circumstances of the loss.

Inoculations For Travel Overseas

For travel to some parts of the world, inoculations are recommended and sometimes required before you return to the United States. You can obtain this information from a U.S. Public Health Service Office, travel agent, local Board of Health or the Foreign Quarantine Program, National Communicable Disease Center, Atlanta, Ga. 33033.

Visas and Other Entry Documents

Many foreign countries require you to obtain a visa from one of their consular officials in the U.S. before you enter their territory.

A visa is usually a stamped notation in your passport by a consular official. Though pleasure travel is fast becoming visa-less, there are still exceptions. Your travel agent will know if visas are required for your particular trip, and he can help you obtain them.

Most Western European countries do not require them for tourist visits, nor does Canada or Mexico. If you're traveling to South or Central America, or the Caribbean, check with your travel agent or transportation company. Some of these countries require a passport and visa, others require a passport and tourist card, while some only require a tourist card or evidence of onward transportation. Tourist cards are easily obtained through your travel agent or tranportation company.

Customs Regulations

As a general rule, if you've been out of the U.S. for at least 48 hours, you may bring back $100 in merchandise duty-free. Each member of your family - even an infant - is entitled to the $100 exemption. When your family travels together, you can total your exemptions.

If you are taking foreign-made articles - cameras, binoculars, watches - with you on an overseas trip, it's a good idea to have documents of ownership (a purchase or repair receipt, or a certificate of registry obtained in advance at a customs office. All your foreign-made articles are figured against your duty-free allowance unless you can show they were not purchased on your trip).

For details about duties and other U.S. customs regulations, consult the booklet, "Know Before You Go," available at a U.S. Customs Office or passport agency.

Today's Education 60:74-5 March 1971 TIPS FOR TOURISTS

The following suggestions and tidbits of travel know-how may be helpful to those planning to travel abroad this summer. Some of the tips apply to both sexes, but a number of them are specifically for women tourists.

First, here are the suggestions that either sex might find useful:

* If you wear glasses, take two or more pairs. (Ditto for sunglasses) Even those with an outdated prescription may be useful.
* By all means, get an up-to-date currency converter for the countries you'll be visiting. Many American banks and airlines give them free.
* If you are packing for a trip that involves many brief stops, place each garment on a wire hanger, cover with a plastic dry-cleaner's bag, fold and place in the suitcase. Enough air is trapped in the plastic bags to prevent most wrinkles and having the clothes on hangers speeds the process of packing and unpacking.
* Take your most comfortable OLD shoes for the many miles you'll walk while sight-seeing and shopping. Those you've merely "broken in" won't do. Women's shoes should have low heels and soles that are thick enough to protect feet from lumpy cobblestones.
* Shoeshine packets encased in foil are a real convenience. The walks and roadways of many tourist attractions are covered with a gritty gray sand that soon makes any pair of shoes look disreputable. A rub-off with a shoeshine pad (impregnated with colorless liquid) brings about instant improvement.
* Consider the convenience of gummed stickers already addressed for the cards, letters, and packages you plan to send to friends and relatives.
* Small foreign language dictionairies and phrase books that fit into pocket or purse can be a boon on those all-too-frequent occasions when you can't make yourself understood. They're also a help in coping with menus that give you few clues as to whether you are being offered fried octopus or reindeer fricassee.
* Include a jar of powdered orange juice substitute if you're accustomed to starting the day with a drink rich in vitamin C. Fruit juice seldom comes with breakfast unless you pay extra, and a small glassful (often lukewarm) can be 60¢ or more.
* Take along a representative collection of non-prescription drugs such as aspirin and stomach-soothing antacids, as well as medications for diarrhea and for constipation, in appropriately labeled bottles.

Now for the tips designed for women tourists, who generally outnumber the male members of a tour by a wide margin.
* Instead of the wool dresses or tweed suits often recommended for chilly days in Europe, we recommend doubleknit outfits made up of separate units so that you can peel off or put on layers. Include one or two A-line dresses or pleated skirts for comfort on planes or buses.
* The ideal outer garment would be a raincoat or waterproof topcoat that is dressy enough for evening but plain enough for daytime wear. Bonded fabri has the advantage of being highly wrinkle resistant. If you're the shivery type, you must want a coat with a zip-out lining. Plastic rainbonnet are a must, and a collapsible umbrella is desirable.
* Take along at least one pair of support hose in hopes that this might lessen fatigue and prevent swollen feet and ankles.
* The last suggestions may be heresy: Don't take a horsey handbag with seven compartments and eight zippers. You'll go mad rummaging around in a frenzied attempt to find your change purse, your lipstick, or even your previous passport. You can get along very well with a bag only slightly larger than average. Long and fairly shallow ones open up wide enough to reveal their contents, and your passport can lie flat and protected on the bottom.

A dozen other suggestions come to mind, but we will forgo them all in favor of reminding prospective travelers to allow room for expansion in their luggage and for the extra weight that is inevitable as they shop their way from country to country and tuck acquisitions in their suitcases. One parting word: Those travelers who are the least encumbered are also the happiest ones.

The Department of State Bulletin LXV: 56-57 July 12, 1971

Travelers Warned of Penalties for Drug Violations Abroad

At the end of May, 1971, there were 747 Americans under detention in the jails of 50 foreign countries for violating local narcotic and marihuana laws. This represents an alarming fourfold increase in two years. Detentions in May, 1969, totaled 190, and by May, 1970, had risen to 556.

With more than 2 million Americans expected to go abroad this summer, the Department of State again warns travelers, particularly young Americans, of the serious consequences that may result from arrests abroad on charges of possessing, trafficking in, or smuggling illegal drugs.

The possibility of arrest is of particular concern because of the severe penalties involved, the primitive penal conditions in some countries, and the very limited ability of U.S. officials to assist those arrested.

Many of the young Americans arrested appear to have been under the impression that foreign governments are more tolerant of drug use and more permissive in their drug laws and law enforcement than is the case in the United States. In fact, however, prosecution of offenders is being intensified, partly as a result of the international effort to suppress the illicit drug trade, an effort in which the present administration has taken the lead. In many countries, the consequences of narcotics and marihuana violations are severe, ranging up to the death penalty.

Americans generally are also unaware that in many countries the drug peddlers are also police or customs informers. After making a sale, the seller will describe the buyer to the police (or customs officials at ports of entry and exit) as a possible user. The buyer is then detained, usually found in possession of the drugs, and arrested and charged with a serious offense. The seller benefits two ways: He makes money on the sale and receives a reward from the police or customs for being an informer.

Possession alone can result in a jail term of 6 years and a heavy fine in some countries. In others, possession or trafficking can result in sentences of 1 to 3 years in a detoxification asylum, usually a mental hopsital. Penalties for trafficking can mean sentences of 10 years, 20 years or life. Many countries have no provision for bail on drug charges and pretrial detention may be prolonged, in some cases up to a year.

Prison conditions in some countries are primitive: Overcrowding, lack of sanitary facilities and bedding, limited, poor quality food, little or no heat or light, damp underground locations, rats and vermin, sometimes solitary confinement.

...American travelers abroad are not protected by U.S. laws. They are subject solely to the laws of the country they are visiting. The authority of American consular officers to intercede on their behalf is limited. The U.S. Government can only seek to insure that the American is not discriminated against; that is, that he receives the same treatment as do nationals of the country in which he is arrested who are charged with the same offense.

When a U.S. citizen is arrested abroad, U.S. consular officials move as quickly as possible to protect his rights, but the laws of the country where the arrest takes place determine what those rights are.

Whenever possible, an American consular officer visits the detainee on learning of his arrest, informs him of his rights, and provides him with a list of local attorneys from which to select defense counsel. If the detainee wishes, the consul helps him contact his family or friends to let them know what has happened and seek their assistance.

The consul reports the arrest and subsequent developments to the Department of State. He is in regular contact with the detainee, his attorney, and local officials to determine how the detainee is being treated and to make sure that processing of the legal charges is not unduly delayed. He also does whatever is possible to solve any difficulties which may result from the conditions of detention. (For example, in some foreign prisons a bare subsistence diet is provided, and families are expected to supply most of the prisoner's food.)

Under U. S. law, official U. S. funds cannot be used to pay legal fees or other expenses for an indigent American detainee.

The Department of State last year undertook a continuing information effort to warn American travelers going abroad of the seriousness of drug violations in foreign countries. As part of that campaign, it has distributed more than 420,000 copies of a warning leaflet to campuses, youth organizations, and travel agencies; made public service announcements and other materials available to radio and television stations; and taken other steps.

Esquire VOL. LXXVII: 68-72 October 1972

.....Since all indications point to a continuation of the confused currency situation, the lessons learned by travelers these past few months should be useful well into the foreseeable future. Here are a few of the most valuable.

1. Don't let yourself get caught without local currency over a weekend. Hotels, restaurants and shops are especially reluctant to change dollars or to accept traveler's checks when they can't get them to their banks in a hurry, before a possible drop in value. If they do accept your dollars or traveler's checks, it will be at the lowest rate necessary to guard them against sudden depreciation.

2. For similar reasons, be sure you have enough local currency to pay your hotel bill, if you're checking out over a weekend, or arrange to pay most of your bill before bank closing on Friday.

3. Break your long-term habit of changing your money or cashing your traveler's checks at your hotel; go instead to a bank or licensed money changer.

4. Since the traveler loses with every transaction, try to estimate what your expenses will be in each country, then change the necessary amount of money all at once, or two or three times at most.

5. Buy some of your traveler's checks in small denominations, so that you won't have to change a lot of money if you've underestimated your expenses slightly and need some currency to take care of airport taxes and other small items before you leave.

6. For the same reason, carry with you a fair number of five-dollar and one-dollar bills. The dollar bills are especially useful for tips, before you've had a chance to change your money, and when you're trying to come out even on your foreign exchanges as you leave a country.

7. Before you leave home, buy at least a small amount of the currencies of the various countries you're going to visit. Then your rate of exchange will be no worse than it is at the time of the transaction.

Metrics IN THE Kitchen

Mary Darling

What is the Metric System?

Since the 1890's, the metric system of weights and measures has been the official United States system, but we have not succeeded in converting our everyday uses to the metric system. The United States is the only major nation not committed to using the metric system, but in the long run our position in world trade would benefit by converting.

Developed in France at the time of the Revolution (1790's), the metric system has been refined in many ways. The up-to-date version, on which the nations of the world have agreed, is called Système International d'Unités (SI) or the International Metric System.

During the past few years, the United States government asked many citizens, professional groups, and industry to study the question of whether the United States should convert to the metric system. After weighing evidence presented by participants, it was recommended that the United States should change to the metric system through a coordinated national program. (This report to the Congress is entitled, "A Metric America: A Decision Whose Time Has Come," /NBS-SP345/ for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 – $2.25. Reports on substudies, such as Education and the Consumer, also are available – $1.25 each.)

Scientists and engineers have used the metric system in this country for many years. You may use the metric system and not realize it. For example, the width of photographic film is expressed in millimeters and skis are sold in centimeter sizes. Have you ever run 100 meters or followed a diet that counted grams of carbohydrate or protein? These metric terms are familiar.

The change to the metric system probably will occur over a period of time defined by the U.S. Congress, such as ten years. The customary system and metric system will coexist in our homes, some people feeling more comfortable with one than the other. Eventually, the marketplace will require everyone to use the metric system so we can be intelligent consumers. Could a gas station attendant put 40 liters of gasoline into a car? How many servings are in a 2 kilogram pot roast?

Changing our system of weights and measures is like giving up a comfortable pair of shoes. The change can be made a little easier by preparing for it, such as becoming acquainted with words used in the metric system.

Five Stages Toward Adoption

There is a difference between being familiar with a system and being able to use it without converting; the goal, in this case, is to THINK in metric rather than customary measurement.

Margaret Warning, in an article in the Journal of Home Economics, December, 1972, said that researchers have found five stages people advance through before they adopt a new habit–in this case, using the metric system.

The first stage in learning to "think metric" begins when a person hears that the U.S. probably is going to change to the metric system soon. This is the AWARENESS stage. A surprising number of persons whose everyday lives will be affected by conversion to the metric system do not realize that the United States is now the world's only large country that has not made a national commitment to convert to the metric system.

An INFORMATION–GATHERING stage follows awareness. At this point the person begins to ask questions: What are the six metric units? What do the prefixes mean and how are they used? What in the metric system is different from the present system and what is similar? What are the advantages and the disadvantages for the individual in her own particular circumstances? At this stage, too, she acquires small, relatively inexpensive tools and measuring devices such as metric tape measure, rulers, metric stick, thermometer, a scale, and probably some handy conversion tables.

Now she is ready for the APPLICATION stage. She begins to apply her knowledge. She notes her height, weight, and measurements in metric dimensions and units. She consults the thermometer to gauge the weather outside, but with an eye for degrees Celsius. She calculates the speed at which she is driving. Gradually this practice leads to the TRIAL stage.

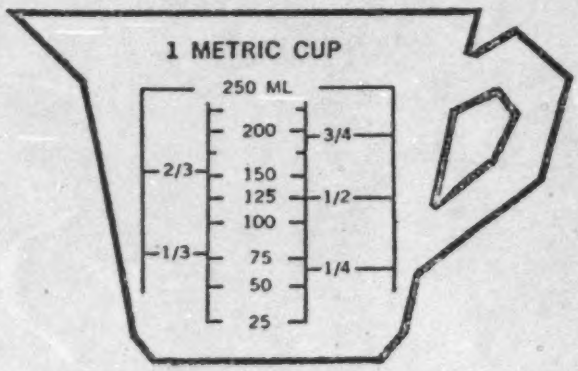
During this period she uses the metric system more and more frequently. If she finds the trial runs successful and pleasant, she almost forgets the old system.

By the time she has reached the ADOPTION stage, the learner is no longer a neophyte but has begun to think in metric terms. Furthermore, she has become an enthusiast. She is convinced of the new system's superiority, argues in its favor, and enjoys demonstrating its advantages.

Implicit in each stage, of course, are the individual's eagerness to learn and willingness to practice, steadily and consistently. Alfred Harper, University of Wisconsin, said, "It is always disconcerting to have generally accepted terminology displaced, just as it is to have generally accepted information or beliefs proved false. Both make it necessary to relearn . . . a harder process than learning initially, because it involves not only acquiring new concepts but also discarding some that are well worn and comfortable."

Food Preparation

At first glance it may seem that the metric system will change all of our food preparation, but keep in mind that many meals are prepared without any recipes. We also use many foods in the market units in which we buy them. For example, a can of tuna fish, a package of noodles, and a can of soup may be the measures used in preparing a casserole. Some day, however, you may want to try a new recipe that uses metric measurements instead of customary measures. A salad dressing recipe may call for 250 milliliters of oil. How much is that? New measuring cups are being designed that may look like the illustration and you may want to buy a new cup.



You also may need to buy a small scale to keep on the kitchen counter to measure grams of dry ingredients (flour, sugar) or solid fats. In countries that have the metric system, some women use a scale to weigh ingredients, but usually they find the measuring cup (volume) is the easiest way to measure ingredients.

Measuring spoons may have the same relationship to the metric cup as they have to our customary cup. (1 tablespoon = 1/16 cup, 1 teaspoon = 1/3 tablespoon). Or they may have a metric measure, such as 1 tablespoon = 15 milliliters. The first alternative seems more likely. A good cook will still taste her food and will know if she needs more seasoning.

As baking pans and casseroles need to be replaced, a new measure will indicate their size.

Temperature

Thermostats and thermometers will change from the Fahrenheit scale to the Celsius (Centigrade) scale. Until you are familiar with the Celsius scale, you may want to keep a chart of both temperature scales so you can use new appliances with old recipes – or new recipes with old appliances.

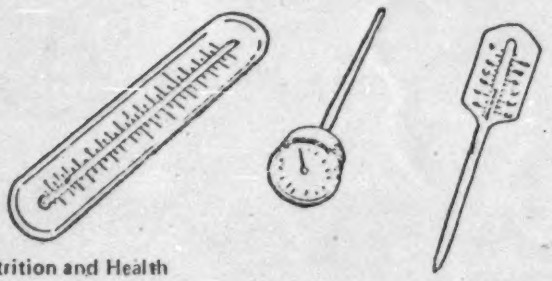
Thermometers are not needed all the time. The words to describe various methods of cooking will continue to be used. Words like freeze, chill, lukewarm, simmer, boil, and melt tell us what to do without a thermometer.

Thermometers are needed when making candy, roasting meat, or checking your freezer temperature.

Cooking Temperatures for Foods: Fahrenheit and Celsius Scales*

Cooking operation	Temperature		Possible rounding of temperatures
	°F	°C	°C
Baking: Oven temperatures			
Very slow	250 and 275	121 and 135	120 and 135
Slow	300 and 325	149 and 163	150 and 165
Moderate	350 and 375	177 and 190	175 and 190
Hot	400 and 425	205 and 218	205 and 220
Very hot	450 and 475	232 and 246	230 and 245
Roasting: Internal temperatures: Beef			
Rare	140	60	60
Medium	160	71	70
Well-done	170	77	80
Deep-fat frying			
Chicken	350	177	175
Doughnuts, fish	350 to 375	177 to 190	175 to 190
Cauliflower, onions	375 to 385	190 to 196	190 to 195
Potatoes	385 to 395	196 to 201	195 to 200
Candy-making			
Thread	230 to 234	110 to 112	
Soft ball	234 to 240	112 to 115	
Firm ball	244 to 248	118 to 120	No rounding
Hard ball	250 to 266	121 to 130	
Soft crack	270 to 290	132 to 143	
Hard crack	300 to 310	149 to 154	
Refrigeration and freezer			
	-10	-24	
	0	-18	
	32	0	
	40	5	
	50	10	

*Source: Handbook of Food Preparation. Washington, D.C.: American Home Economics Association. Revised 1964. (Additional information is calculated from figures in the Handbook.)



Nutrition and Health

People trained in the sciences already use the metric system. Nutritionists measure food nutrients in grams, milligrams, and microns. The unit of measuring energy will change from the calorie to the joule (jool). (1 kilocalorie = 4.18 kilo joule)

Next time you have a physical check-up, ask for your weight in kilograms instead of pounds. You may be pleasantly surprised. Also, check your waistline in centimeters. Another surprise!

Shopping for Food

Quick now, how many quarts are there in a bushel? How many ounces in a liquid quart or a dry pound? It can be confusing. Although it may be uncomfortable at first, the metric system will provide an easier way to weigh and measure than our present system does.

One thing that won't happen, we will not have a slavish conversion of customary measures to metric measures. A pound box of candy will include a few more chocolates to make it weigh ½ kilogram (kg). A quart of milk will have a smidgeon more milk added to become a liter.

Have you noticed metric measurements on some of your groceries? Canned fruit and vegetable weights are indicated in both ounces and grams. Canned juice volume is measured in ounces and liters. These metric measurements are now voluntary. Read some labels to find out how many grams are in a can of soup or box of crackers. Unless container sizes are standardized, the metric system doesn't offer any advantages when comparing prices. Containers of the same size can be compared easily under any system.

Most meat markets use a decimal system to price meat. A package of ground beef is labeled 1.50 lb.—not 1 lb. 8 oz. When the metric system is used the same size package of ground beef will weigh .75 kg.

Some things probably won't change. A dozen eggs and a dozen cookies probably will always be. The unit of 12 is attractive because it can be divided in half, thirds, or quarters.

Base Units in the Metric System

All measurement units in the International Metric System are derived from six bases.

1. The unit of length is the meter (m). A meter is longer than a yard. One meter = 39.37 inches. Volume is measured by the liter, which is derived from cubing the decimeter. One cubic decimeter = 1 liter. One liter of water = 1 kilogram. For household purposes, 1 liter of any liquid = 1 kilogram.

2. The unit of mass or weight is the kilogram (kg). The base unit for mass is the only one that contains a prefix. The gram (or 0.001 kilogram) proved to be too small for practical applications. One kilogram = 2.2 pounds.

3. The unit of time is the second. This is the measurement system used now.

4. The unit of electricity is the ampere.

5. The unit of temperature is the Kelvin, which is translated into the degree Celsius, formerly called degree Centigrade.

6. The unit of luminous intensity is the candela. The unit of luminous flux is the lumen.

An advantage of the metric system is that it is based on decimals. Bigger or smaller units than the base always are related by powers of 10. Prefixes are used to describe the size of the unit. The metric prefixes that homemakers will use most often are listed on the chart.

Names and Symbols for Metric Prefixes

Prefix	Symbol	Pronunciation	Means	Quantity (base unit = meter)
mega	M	meg' a	One million times	megameter
kilo	k	kil' o	One thousand times	kilometer
hecto	h	hek' to	One hundred times	hectometer
deca	da	dek' a	Ten times	decameter
deci	d	des' i	One tenth of	decimeter
centi	c	sen' ti	One hundredth of	centimeter
milli	m	mil' i	One thousandth of	millimeter
micro	μ	mi' kro	One millionth of	micrometer

Note: Multiples of 1,000 of the base unit are used in preference to others. Kilometers, millimeters, and micrometers will be in more general use than hectometers, decimeters, and centimeters.

Comparing the Commonest Measurement Units

Approximate conversions from customary to metric and vice versa

	When you know:	You can find:	If you multiply by:
LENGTH	inches	millimeters (mm)	25
	feet	centimeters (cm)	30
	yards	meters (m)	0.9
	miles	kilometers (km)	1.6
	millimeters	inches (in)	0.04
	centimeters	inches (in)	0.4
	meters	yards (yd)	1.1
	kilometers	miles (m)	0.6
AREA	square centimeters	square inches (in^2)	0.16
	square meters	square yards (yd^2)	1.2
	square kilometers	square miles (m^2)	0.4
	square hectometers (hectares)	acres (A^2)	2.5
MASS (Weight)	ounces	grams (g)	28
	pounds	kilograms (kg)	0.45
	grams	ounces (oz)	0.035
	kilograms	pounds (lb)	2.2
LIQUID VOLUME	ounces	milliliters (ml)	30
	pints	liters (l)	0.47
	quarts	liters (l)	0.95
	gallons	liters (l)	3.8
	milliliters	ounces (oz)	0.034
	liters	pints (pt)	2.1
	liters	quarts (qt)	1.06
	liters	gallons (gal)	0.26
TEMPER-ATURE	degrees Fahrenheit	degrees Celsius (°C)	5/9 (after subtracting 32)
	degrees Celsius	degrees Fahrenheit (°F)	9/5 (then add 32)

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Roland H. Abraham, Director of Agricultural Extension Service, University of Minnesota, St. Paul, Minnesota 55101. We offer our programs and facilities to all people without regard to race, creed, color, sex, or national origin.

MAR 28 RECD

ADVANCED CULINARY ARTS

INTERNATIONAL TRAINING PROGRAM, SWITZERLAND

STUDENT ORIENTATION

Saturday, April 27, 1974 - North Campus, Gourmet Dining Room

SCHEDULE OF EVENTS

8:00 A.M.	Introduction of participants by Mr. Hans Gilgen, Gourmet Dining Room, G-107.
8:15 A.M. - 9:00 A.M.	Continental breakfast in the Gourmet Dining Room.
9:00 A.M. - 9:30 A.M.	Film presentation of Switzerland by Mr. Bill Strickling, Swiss Air Airlines.
9:30 A.M. - 9:45 A.M.	Presentation of Swiss history by Mr. Mel Bauman.
9:45 A.M. - 10:00 A.M.	Mr. Bill Strickling will discuss travel arrangements, flight schedule, actual transportation to and from Switzerland by Swiss Air.
10:00 A.M. - 10:30 A.M. (Films: Do you like snow? Switzerland - Downtown Europe)	Presentation of the cultural background of Switzerland, introduction of establishments and menus where students will be employed, working conditions and apprenticeship program, also question and answer session related to the above mentioned subjects, explaination of the structure of the Dining Room and the front of the house by Mr. Jaques Loth.
10:30 A.M. - 11:00 A.M.	Slide presentation of Switzerland by Mr. Hans Gilgen.
11:00 A.M.	Departure by bus from the North Campus to a local restaurant for Lunch.
11:30 A.M. - 1:30 P.M.	LUNCHEON - Presentation by Mr. Bent Hjorthold introducing participants to Swiss etiquette, customs, layout of Dining Room, tipping procedures and related subjects.
1:30 P.M.	Return by bus to the North Campus.
2:00 P.M.	Arrival at the North Campus.
2:00 P.M. - 4:00 P.M.	Introduction to the brigade, rotation of participants through six stations, identification of equipment, ingredients, kitchen

	settings, metric weights and volume by Mr. Hans Gilgen and Mr. Klaus Mitterhauser. Introduction to Dining Room arrangements and monetary exchange by Mr. Bent Hjorthold and Mr. Hans Gilgen.
4:00 P.M. - 4:30 P.M.	Question and answer session for next day activities.

ADVANCED CULINARY ARTS

INTERNATIONAL TRAINING PROGRAM, SWITZERLAND

STUDENT ORIENTATION

Radisson Downtown
Sunday, April 28, 1974

SCHEDULE OF EVENTS

11:30 A.M.	Students and guests to mix socially. Seating arrangements (mixed).
11:45 A.M. - 12:30 P.M.	Brunch - normal menu
12:30 P.M. - 2:00 P.M.	Introductions and presentations Advisory Committee, etc. Superintendent of District #287 Governor State Legislators Minnesota Restaurant Association Geneva Club Minneapolis St. Paul Midwest Chef State Vocational Department

INTERNATIONAL VOCATIONAL STUDIES - ADVANCED CULINARY ARTS

Orientation Evaluation

Please answer the following questions so future programs can be improved.

1. Do you feel that your previous training and experiences qualifies you for the type of food preparation in Switzerland? yes____ no____

   Comment: _____

   _____

2. What do you think will be your number one handicap while working in Switzerland?

   Comment: _____

   _____

3. If you took the French course offered, you feel that:

   - The subject/content was: poor____ average_____ excellent____
   - The level of difficulty was: too difficult____ about right____ too easy____

4. Do you feel comfortable with the basic French kitchen terms? yes_____ no_____

   Comment: _____

   _____

5. Did the orientation help you with the French kitchen terminology? yes_____ no_____

   Comment: _____

   _____

6. Did the orientation assist you in the identification of ingredients in French and German? yes_____ no_____

   Comment: _____

   _____

7. Can you identify the basic tools, utensils and equipment in French and German? yes_____ no_____

   Comment: _____

   _____

4/26/74

8. Do you feel comfortable with the metric measuring system?
yes_____ no_____

Comments: _____

_____

9. Do you feel that you are aware of the working conditions in Switzerland as a result of the orientation? yes_____ no_____

Comments: _____

_____

10. Do you feel the orientation was useful and effective as a whole?
yes_____ no_____

Comments: _____

_____

11. Are there any subjects you would like added to the orientation?
yes_____ no_____

Comments: _____

_____

12. Are there any subjects you would like deleted from the orientation?
yes_____ no_____

Comments: _____

_____

Please add any comments that you desire below.

_____

_____

_____

_____

_____

_____

_____

SUBURBAN HENNEPIN COUNTY AREA
VOCATIONAL TECHNICAL SCHOOLS
1820 North Xenium Lane, Minneapolis, Minnesota 55441
612/546-3535 Independent District 287

May 13, 1974

INTERNATIONAL VOCATIONAL STUDIES
ADVANCED CULINARY ARTS PROGRAM

STUDENT EVALUATION REQUIREMENTS

Dear Student Participant:

As you know, you are involved in an adventurous training program. Like all programs, its value to you and, therefore, to the industry, must be closely monitored and evaluated. This evaluation is a continuous one and has already started with your evaluation of the orientation. Your remaining portions of the evaluation require your fullest and most sincere cooperation. Your remaining portions are:

1. Four (4) program evaluations; one due at the end of June, July, August and September.

2. A summary evaluation for the entire training period. Same form as #1, due at the end of October.

3. A minimum of ten pictures or slides referenced within a short, written, personal summary of your training experience. This report should be written prior to return. It can be submitted after your pictures are developed, but by December 15, 1974 The pictures or slides should depict the following:

   - at least 5 illustrating your working situation, the kitchen, etc. Please include people (unposed).

   - 3 illustrating customs and the native people which you experienced.

   - 2 illustrating the highlights of your training.

   Please use your imagination and good judgement.

4. A possible dinner in Winter-Spring, 1975, to allow you to discuss and present your impressions and feelings regarding the program. This would include the above evaluations and whatever else you consider appropriate. You will get more details when this is finalized, but plan now.

In completing these items, I must remind you that the future of this program rests with you. Your best sources of feed-back are these evaluations, and I am confident that you will give them your best.

Gene Jereczek
Project Director

5-13-74

SUBURBAN HENNEPIN COUNTY AREA VOCATIONAL-TECHNICAL CENTERS
ADVANCED CULINARY ARTS PROGRAM

STUDENT PROGRAM EVALUATION

Name _____ Date _____

Report - June

1. How many hours are you working? _____

_____ Split shift or _____ Straight shift

2. Have you rotated to different stations within the training area?

Kitchen _____Yes _____No Dining _____Yes _____No

3. What is your present position? _____

Describe: _____

_____

_____

4. What is your acceptance from fellow workers?

/ Complete Acceptance / Moderate Acceptance / Outsider /

Comments: _____

_____

_____

5. Have you had an opportunity to socialize with other students of our group? _____Yes _____No

Comments: _____

_____

_____

6. What is your biggest adjustment or problem this month? _____

Please describe and recommend solution: _____

_____

_____

7. Are you socializing with the Swiss people other than at work?

_____Yes _____No Comments: _____

_____

_____

8. What languages do the people speak?

In the kitchen _____

The guests _____

On the street _____

9. Do you feel that the French class was helpful?

_____Absolutely _____Some _____No Comments: _____

_____

_____

10. Are you learning new skills or improving old skills in food preparation?

_____Yes _____No Comments: _____

_____

_____

11. Have you done any traveling? _____Yes _____No

Place, time, length _____

_____

_____

12. Would more food preparation training at home have helped you on this job?

_____Yes _____No Comments: _____

_____

_____

13. Would more American work experience have helped you on this job?

_____Yes _____No Comments: _____

14. Is the program living up to your expectations? _____Yes _____No

Comments: _____

_____

_____

15. Is the chef or manager trying to help you to learn or adjust?

_____Yes _____No Comments: _____

_____

_____

16. Do you feel that it is a real learning experience for you?

_____Yes _____No Comments: _____

_____

_____

17. Is there anything that we could do from here to help you in anyway?

_____Yes _____No Comments: _____

_____

_____

18. List some of the most important things that you have learned thus far:

19. Do you think that what you are learning now can be used in the American food industry?

_____Yes _____No Comments: _____

_____

_____

20. Do you feel that the program is worth running again?

_____Yes _____No Comments: _____

_____

21. Was the 2 day orientation successful as preparation for your job?

_____Very successful _____Moderately successful

_____Not successful Comments for additions or deletions: _____

_____

_____

22. Was the American coordinator's visit helpful to you?

_____Yes _____No Comments: _____

_____

_____

23. If a similar program was set up to give you even more experience in Switzerland or possibly other countries, would you be interested?

_____Yes _____No Comments: _____

_____

_____

24. Please write below any comments to improve future programs:

_____

_____

_____

_____

_____

25. Would you be interested in assisting the Advisory Committee in setting up future programs?

_____Yes _____No Comments: _____

_____

_____

Appendices 16 + 17

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APPENDIX #18

APR 19 RECD

STATE OF MINNESOTA

OFFICE OF THE GOVERNOR

ST. PAUL 55155

WENDELL R. ANDERSON
GOVERNOR

April 17, 1974

Eugene P. Jereczek
Project Director
Area Vocational Technical Centers
1820 North Xenium Lane
Minneapolis, Minnesota 55441

Dear Mr. Jereczek:

Governor Anderson has asked that I respond to your kind invitation to attend the International Vocational Studies Advanced Culinary Arts Brunch on Sunday, April 28, 1974, at 11:30 A.M.

Due to a prior commitment on that date, the Governor regrets that it will not be possible for him to attend. He genuinely appreciated the invitation and extends to you his best wishes for a successful brunch.

Thank you for writing.

Sincerely,

Roger Franke
Staff Aide to the Governor

RF:sf

SUBURBAN HENNEPIN COUNTY AREA VOCATIONAL-TECHNICAL CENTERS

Name of Trainee_____

Name of Establishment_____

INITIAL EVALUATION IN SWITZERLAND

Coordinator_____

1. Class of Establishment:

   ____ Hotel ____ Restaurant ____ Resort or Transit

   ____ Other_____

2. Size of establishment:

   _____ Number of rooms _____ Total employees

3. Number of kitchen staff - total number?

   Total_____ Breakdown:

4. Number of dining room staff - total number?

   Total_____ Breakdown:

5. Number of foreign trainees in front and back of the house?

   Front of House _____ Back of House _____

6. Number of foreign chefs or cooks in the kitchen? _____

7. Number of stations set up in the kitchen? _____

8. How many people served daily?

   High season: _____ Low season: _____

9. Quantity of a la carte business daily? _____

10. Quantity of banquet business daily? _____

11. Seating capacity in all dining areas? _____

12. How was the initial reception of American trainees by management and head chef?

_____ Poor _____ Reasonable _____ Excellent

13. Languages spoken on premises?

_____ French _____ Italian

_____ German _____ Other: _____

14. Condition of living quarters?

_____ Poor _____ Good _____ Excellent

15. Number of employees per room? _____

16. Working hours - straight or split shift? More than 10 hours daily?

_____ Straight shift _____ Split shift

_____ Hours per day _____ Hours per week

17. Can the student rotate through various stations?

_____ Yes _____ No _____ No Commitment

18. Present position of our student: _____

Comments:

Chef training students leave for Switzerland

State vocational school graduates have put Minnesota's vocational-technical institutes first in the nation again. This time it's for a culinary arts program being conducted as a work-study course in Switzerland.

May 19, 21 vocational school graduates boarded a plane to Switzerland where they will spend six months working in hotels as chefs, waiters and kitchen aids.

Going along to chaperon the affair is Klaus Mitterhaus and Hans Gilgen, both medal winners in the international culinary olympics and chef instructors in state area vocational-technical institutes.

Mitterhaus, while attending the culinary olympics in Zurich two years ago, investigated the possibility of foreign study for Minnesota's chef students. He came back to the U.S. with a contract proposal with the Swiss Hotel Association.

Not sure where the oversees study program idea first germinated, Eugene Jereczek, post-secondary director for Suburban Hennepin County Area Vocational-Technical Institute, said that he and state vocational-technical education officials have been working on the project for at least two years.

"We're trying this pilot program with the hopes of making it an on-going one for chef training students now at vocational schools," said Jereczek.

One of the graduates participating in the program is also an instructor at 916 Area Vocational-Technical Institute, White Bear Lake. Before leaving, he expressed some of his feelings about the experience.

When asked if he would have participated in the program if it had been conducted in American hotels he replied, "probably not."

"The European training is intriguing said Doug Oaks, instructor. "I've never had the opportunity to travel before because I've been working (in the food industry) since I was sixteen."

He's going to Switzerland not only to improve his own chef techniques, but also to bring back ideas for improving the waiter-waitress program at 916 - the only program of its kind being offered at Minnesota vocational schools.

"I think American chefs can hold up a candle to European chefs, but American consumers just don't appreciate the chef's art like European consumers do," he said.

He cited that Americans come to a restaurant, order a drink and dinner, eat and leave within an hour. Europeans on the other hand according to Oaks eat, drink and stay for hours in the restaurant enjoying the fine food.

Talking about his profession Oaks said, "It's continually a challenge. I don't think there's another job where you never reach the peak."

"If someone says they've learned all they can about our business, they might as well hang it up, for there's always something new to learn"

The trip, although sponsored by the state Vocational-Technical Division is completely paid by the students themselves.

Other vocational-technical foreign study programs have been developed for training in cosmetology, fashion merchandising and design.

Ch dren's House receives ational achievement award

The Mankato State College ild House was one of e s ools in the nation given a tin ished achievement award the American Association for lleges of Teacher Education t n nth.

The ward to colleges and uni sities is in recognition of ex lence in teacher education.

Ma ato State's Children's ouse program is considered to e leading the way nationally p paration of teachers in rly hildhood education. Locat d in Cooper Center on the Val y Campus, it is a pre-kinder rte school for three to six ear ds.

It was developed by the Home conomics Program Unit and the rr ulum and Instruction Pro am Unit, both within the Man to State College School of Edu tion. Opened Sept. 25, 1972, it rr tly enrolls about 100 child n.

The Children's House is a mod l te her education facility for ros ve and in-service tea hers of home economics-child evelopment, consumer home mak g and early childhood edu atic

It features an interdisciplin ary approach and open concept f t cher education. The pro ram provides for guided ex periential learning with pre kindergarten educational trainees worl g alongside other students fron a broad variety of human service and other non-teaching professional program.

W h major funding from the Stat Department of Education, Vocational-Technical Division, the Chil ren's House also serves as a emonstration combination nur ry school, all-day care pro gram and part-time day care pro gram Emphasis is on eliminat ing e traditional boundaries betwe n nursery school and day care.

The facility is aimed at enabl ing college students to learn abo children and about them selves in relation to children.

T ward was presented at the nnual convention of the Asso tion in Chicago. Present for the honor were Marjorie Oelerich, Children's House executive director and director of the MSC Early Childhood Program; Darlene Janovy, resident director of the Children's House; Robert Anderson, home economics coordinator for Children's House; and Florence Stater of the State Department's VoTech Division, a member of the Children's House board of directors.

Governor cites state's foreign study program

(NOTE: This is Gov. Wendell Anderson's weekly news column distributed for the week of May 1)

Two years ago the Vocational Education Division of our State Department of Education, in cooperation with Minnesota businesses, set in motion a unique experiment.

This involved the establishment of the nation's first foreign training program for young people attending Area Vocational Institutes.

The experiment is formally known as the Program for International Learning and Occupational Training (PILOT). In its first year of operation, PILOT sent 32 cosmetology students to London for advanced hairdressing training at three internationally known salons.

The program included a one-week side trip to Paris, where the young Minnesotans learned about the technology of the cosmetics industry from experts of the L'Oreal Co.

Another group of 10 students studied fashion merchandising and design in Paris, Florence and London.

This year 21 students, all but one from Minnesota, will receive training from expert chefs in the kitchens and dining rooms of first-class hotels and restaurants throughout Switzerland.

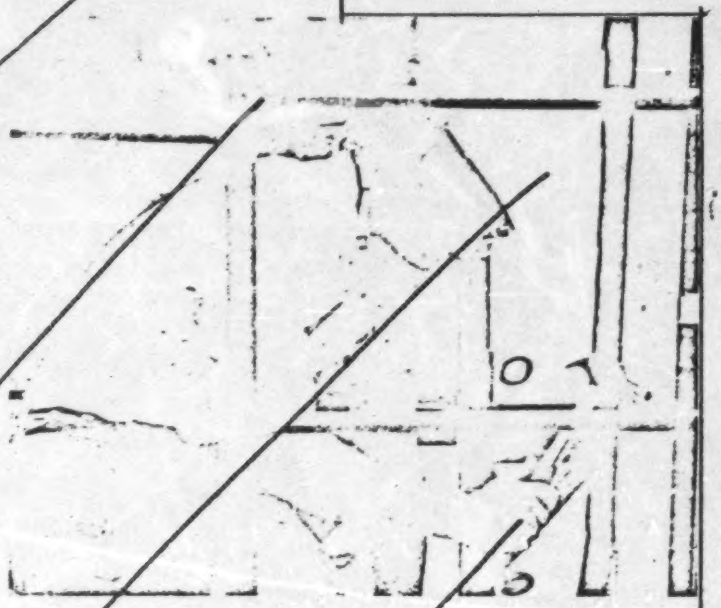
Accompanying the students will be project director Gene Jereczek and two chefs from Minnesota, Klaus Mitterhauser and Hans Gilgen, both past medal winners in the International Culinary Olympics. The students will spend six months in Switzerland, leaving the Twin Cities in May and returning in November, at a cost of $575 per student.

The Minnesota vocational-technical system, now grown to 33 schools with a full-time enrollment of more than 23,000 students, is the finest in the nation in many ways.

These schools contribute heavily to the economies of the communities in which they are located, and to the economy of the state as a whole. Their graduates constitute a pool of talented workers that has proven a magnet for new industry.

The PILOT program is but another means through which the excellent of the Minnesota vocational-technical school system is being maintained, and it deserves your enthusiastic support.

Information on PILOT can be obtained by contacting Suburban Hennepin County Area Vocational Technical Centers, 1820 N. Xenium Lane, Plymouth, Minn. 55441.



CARPENTRY STUDENTS at North Hennepin Tech Center

Hennepin's North Technical Center feels growth pains

The North Campus of the Hennepin Technical Center, in its second year, is feeling growth pains.

Current enrollment of full time post-secondary vocational students is near 1000, while high school enrollment is approaching 900. In addition, full time adult evening enrollment for fall quarter was reported at 929.

Total campus enrollment represents a 170% increase over 1972-73.

Students at all three levels have shown a gratifying response to the facility, programs, and staff.

With some 60 current offerings at the post-secondary level, HTC-North Campus ranks as one of the larger AVTI's in Minnesota. Secondary program offerings currently stand at 20 with a variety in health occupations, business occupations, trade and technical, and environmental and natural resources areas offered.

Students from Brooklyn Park, Park Center, Mound, Orono, Osseo, St. Louis Park, Robbinsdale Sr., Robbinsdale Armstrong, Robbinsdale Cooper and Wayzata High Schools are bused in and in attendence daily.

Both Hennepin Technical Centers received approval in 1972 for candidate status for accreditation by the North Central Association of Schools. With this they qualified to receive increased federal aid for higher education students.

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

APR 10 REC'D.

April 8, 1974

Mr. Eugene P. Jereczek
Suburban Hennepin County
Area Vocational Technical Institute
1820 North Xenium Lane
Minneapolis, MN 55441

Dear Mr. Jereczek:

Enclosed is the Notification of Grant Award for the International Vocational Studies in Advanced Culinary Arts. As you will note, the grant covers the period of time from January 1, 1974, through December 31, 1974, and is in the amount of $5,590.

Since this is the only notification concerning the award which is sent out to the receipient agency, please see that your business office is informed of it.

Jane Preston has been working with you concerning project intent, purpose, and content, and will continue to do so. I will be your contact person for all matters relating to grant management. Please feel free to call upon us with any questions which you may have concerning this matter.

Sincerely,

William E. Stock

William E. Stock, Consultant
Program Planning & Development
Vocational-Technical Education

WES:kg
Enclosure

Minnesota Department of Education
Division of Vocational-Technical Education

F 50-23 (6/72)

NOTIFICATION OF GRANT AWARD

Education Agency & Code	Program Code	Project Number
Independent School District #287, Suburban Hennepin County Area Vocational-Technical Institute	9-9-19-07	9-D-74

Address: 1820 North Xenium Lane
Minneapolis, MN 55441

Project Title:
International Vocational Studies in Advanced Culinary Arts

Project Director:
Eugene P. Jereczek

Beginning Date	Ending Date	Amount of Award	Funding Category	Funds for FY
1/1/74	12/31/74	$5,590.00*	Part D, P.L. 90-576	1974

W E S

William E. Stock, Consultant, Program Planning & Development 296-2421 WES

Reviewed by: Name Title Section Phone
(If additional information is needed concerning this project, contact the above person)

*Contingent on allocation of 1974 Funds from Public Law 90-576.

APR 2 1974

Approved, Assistant Commissioner for Vocational-Technical Education Date

This award is subject to all provisions of the Vocational Amendments of 1968 (Federal Regulations, Volume 35, No. 91) and the Minnesota State Plan for Vocational-Technical Education.

Appendix 22

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